Questionnaire hairdressers‘ education

**Coiffure EU educational meeting 28 and 29 September 2015 in Vienna**

**Name country: ANKO, The Netherlands, 13 augustus 2015**

1. **Vocational education and training**
2. Till what age children have a legal obligation to go to school?:

Children from 5 to 16 years old are obliged to follow education. So they can be prepared for society and the labor market. When they are 16 years old and they haven‘t reached any basic qualification they should follow education until their 18th. A basic qualification is a EQF level 2 or higher.

1. Mainly 3 models of work-based learning exist for vocational education exist in Europe:
2. Apprenticeship (mainly training in salons with complementary education in schools
3. School-based learning programs with additional on-the-job training in salons
4. School-based learning programs including practical training organised by the school

Many countries combine these three models of work-based learning.

Please indicate which models are used in your country for hairdressers:

A / B / C \*\* (please circle)

\*\* In the situation of model C the school simulates a practice environment strongly resembling variant B. The difference is mainly a strong simulated commercial setting in a so-called school-salon owned by the school. Regular customers are often also welcome in the school salon.

1. Which qualifications for hairdressers exist in your country in your National Qualification Framework and which level has been identified for these qualifications ? Please also indicate

Level NQF Duration in years

* junior hairdresser NLQF 2 2 years
* hairdresser ladies ……………… ………………
* hairdresser men ……………… ………………
* hairdresser women and men NLQF 3 3 years
* entrepreneur NLQF 4 3 years
* Hairdresser black hair NLQF 3 3 years
* ……………………………. ……………… ………………

1. When available please provide figures in an enclosure with the number of students leaving school in the last 10 years with a completed qualification in the different models of work-based learning in your country.

(Important ist to know whether there is an increase or decrease of the number of students.)

Graphics : Graduate students per level per year.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2008** | **2009** | **2010** | **2011** | **2012** | **2013** | **2014** |
| **Totaal** | **2473** | **2714** | **2884** | **3083** | **3138** | **3284** | **3246** |
| niveau 2 | 1183 | 1367 | 1487 | 1586 | 1767 | 1806 | 1671 |
| niveau 3 | 1290 | 1347 | 1397 | 1497 | 1371 | 1451 | 1509 |
| niveau 4 |  |  |  |  |  | 27 | 66 |
| **Eindtotaal** | **2473** | **2714** | **2884** | **3083** | **3138** | **3284** | **3246** |

Source:: mbo-raad, P.J. (Pierre) Veelenturf, beleidsadviseur

Note: It seems very difficult to divide the numbers of students in the different models of work-based learning. Enclosed nummers are all students with a completed qualification from the models of workbased learning (BBL) and non-workbase learning (BBL).

1. How old are students usually when they start their professional education?

* 15 years
* 16 years
* 17 years
* 18 years
* older:

1. Does a final exam exist at the end of the professional training process ?

Yes / ~~No~~

1. Are salon owners or salon trainers involved in the judgment of the exam results?

Yes / ~~No~~

When yes, please indicate how they are involved:

An opinion of the result is given to the school / ~~they take the final decision .~~

1. What is the regulation/demands for salons that are involved in the education process:

**Recognition Rules**

Salons must meet recognition rules for practice training companies. This regulation provide a basic level and conditions. These regulations have been drawn up by industry and education together. The qualification system will be executed by a national foundation that forms a collaboration between education and industry called Cooperation Vocational Education and Business (SBB).

**BPV protocol**

Education and business written down the responsibilities of the parties concerned. Pupil, school and hairdresser and the Cooperation Vocational Education and Business (SBB).

**BPV agreement**

The school, student and hairdresser sign a contract. The contract forms agreements. For example about workdays, learning goals and what to do in case of disputes.

**Diploma practical trainer**

The employee who supervises a student must have the diploma of practical trainer.

1. Do apprentices receive payment for their work in the salon during their education?

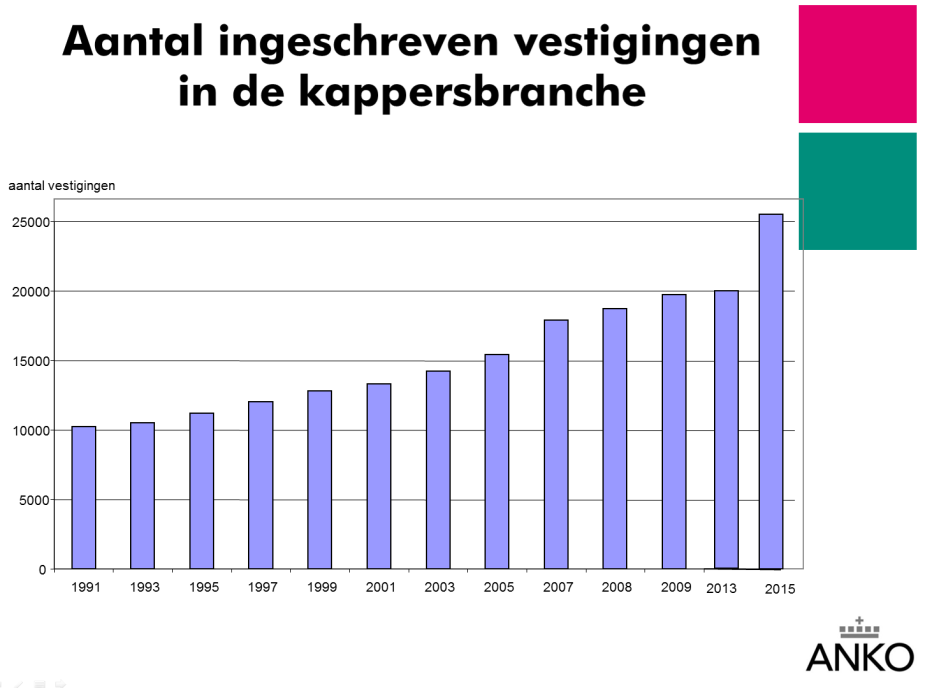
* Yes
* No

1. Are there payments regulated by a collective labour agreement?

* Yes
* No

1. **Salon ownership**
2. Please provide figures on the development oft he number of hairdressers businesses in your country in the last 10 years. When possible divided in salons with employees / salons without employees and self-employed.

Graphics : Development of businesses registered at the Chamber of Commerce in hairdressing .



Do you have an explanation for this development and what are your expectations fort he further development in the coming 5 years.

Since 1998 hairdresser is no longer a protected profession. Establishment of the hairdresser business is free. In 2000 the VAT was reduced on hairdressing services and since 2005 we see a social trend in self-employment without personnel.

Since 2013 the development of self-employment is reinforced by declining profitability. Many co-workers where fired and established themselves as independent hairdressers without personnel. Many oft hem register themselfs by the Chamber of Commerce. This does raise the question, are they active and professional hairdressers?

1. What is the obligatory regulation for starting up a salon in your country.

**Legislation**

* Building Regulations
* rent law
* Shopping Hours Act
* Trade Names Act
* occupational health and safety law
* environmental law
* spatial planning
* Tax
* Labour law

**Agreements**

* collective labor agreements

**Industry code**

* Code of the hairdresser

1. Are escapes from this regulation possible ?

* Building Regulations, can be escaped wen they don’t change the construction oft he building.
* rent law; Can be escaped by ambulatory work. Or start business in a building owned by the hairdresser himself.
* Occupational health and safety law: Can be escaped by ambulatory work.
* spatial planning; Can be escaped by ambulatory work
* Tax: Yes and no. Some taxes are lower in case of small business, mainly non professional hairdressers.
* Labour law: Can be escaped if you work without staff.

**Industry code**

* Code of the hairdresser: can be escaped in case of no ANKO association membership

1. **Chances and threats**
2. Please give your vision on the main 3 chances for hairdressing salons in the coming 5 years
3. More and more older people who have money and want to spend it
4. Important role in quality of life in urban, village and district centers.
5. Growing awareness among people about health and care.
6. Please give your vision on the main 3 threats for hairdressing salons in the coming 5 years
7. Legal requirements around general skills, like math, language and citizenship effects pupils quality of expertise.
8. Shortage of new employees and graduate students.
9. Growth in barber activities as additional earnings puts the professional industry under pressure.
10. Please give your vision on the main 3 chances for the education of hairdressers in the coming 5 years
11. Local collaboration with industry. The collaboration is now very limited. This can leads to an increasing quality of education, and increase job opportunities after graduating.
12. Growing interest for excellent craftsmanship
13. Hairdresser as a very specific and clear profession. In potential school should be able to bind motivated pupils and get 100% graduates.
14. Please give your vision on the main 3 threats for the education of hairdressers in the coming 5 years

a. Limited collaboration with industry; Salons start their own training and flee to private education.

b. Continue to allow growth of unmotivated students. Leads to many failures and a poor image.

c. Legal requirements around general skills, like math, language and citizenship. Puts technical profession lessons under pressure.